SHARE YOUR WISDOM & EXPERIENCE
A GUIDE TO STAFF MENTORING AT ANU

http://info.anu.edu.au/hr/
Mentoring at ANU

Mentoring is an important and recognised way to develop your career and performance. There are many types of mentoring relationships and their success depends upon the ability of the mentor and mentee to recognise and respect each other’s strengths and differences, clarify expectations and roles, establish clear goals and manage the mentoring process to ensure that the relationship is productive, sustainable and mutually beneficial to both.

What is mentoring?

Mentors are guides. They lead us along the journey of our lives. We trust them because they have been there before. They embody our hopes, cast light on the way ahead, interpret arcane signs, warn us for lurking dangers and point out unexpected delights along the way. Daloz (1986)

Mentoring, or workplace learning through social networks, is an interactive, developmental relationship (not necessarily one-on-one) between individuals of differing levels of experience and expertise, which incorporates career and interpersonal development and emphasises mutual learning needs.

Mentoring can play an important role in an individual’s career development. There are a range of benefits for the mentor, the mentee and the University that result from mentoring and these are well documented. A mentoring relationship allows the mentor and mentee to share their wisdom and experience. Mentoring can be tailored to suit your career stage, development needs and objectives.

How does ANU support mentoring?

ANU is committed to fostering a culture of excellence and encourages all staff to participate in mentoring to discover their potential, connect to opportunities and grow their careers. Mentoring is seen as an integral part of improving access for all staff to career development opportunities.

As a member of staff, you are encouraged to participate in meta, the University’s formal mentoring initiative. meta aims to facilitate and support new mentoring relationships, and assist existing mentoring practice. It features an online mentoring system to facilitate mentor matching, meetings and discussions. The online system is integrated with a comprehensive development program of orientation sessions, workshops, resources and ongoing support and assistance from the Career Development Branch.

What are the benefits of mentoring?

Research findings over the last 25 years demonstrate positive outcomes for career success and satisfaction for both mentors and mentees (Kram, 1985; Matthews, 2003). Mentors report greater career success and have faster promotion rates than non-mentors. Similarly, mentees in a university environment report having a stronger sense of ownership of their department; feeling more connected in their work environment; and receiving more adequate information about the research, teaching and service expectations in their work area. Mentored staff also report higher levels of career satisfaction and research has shown a positive correlation between participating in mentoring and receiving higher salary levels and greater mobility within an organisation.
Benefits for mentors...
- Raises your profile and gains respect from peers for contributing to the development of others
- Increases personal and professional satisfaction
- Develops capability in leadership, communication, providing feedback and relationship building
- Provides recognition for your skills and expertise and an opportunity to gain a fresh perspective and to stay in touch with emerging issues

Benefits for mentees...
- Develops skills and knowledge, including work-life balance, communication and interpersonal skills, and organisational knowledge
- Broadens your network and raises your profile
- Provides insight into ANU culture and the “unwritten” rules of the University
- Provides a supportive environment and develops professional self-confidence

Benefits for ANU...
- Strengthens organisational culture and encourages collegiality by building a community and encouraging staff to work together across disciplines and professions
- Assists staff to acquire the skills, knowledge and motivation to operate effectively and manage their careers within an ever-changing environment
- Supports succession planning and contributes to staff performance, development, and talent attraction and retention
- Supports the alignment of ANU strategic objectives with local individual and team efforts
Forms of mentoring

Mentoring is a dynamic process, not a static, one-size-fits all program. It involves a journey that is active, vibrant and ever changing because people are complex, changing, unique individuals. Stoddard (1984)

Formal and informal mentoring

Mentoring can be formal or informal. Formal mentoring occurs when the mentoring takes place as part of a program that is endorsed and coordinated by the organisation. This formalised approach to mentoring usually involves input or assistance from the organisation in the matching of mentors and mentees. In addition, formal programs establish guidelines for “good” mentoring practice and offer development opportunities, resources and support to provide mentors and mentees with the skills required to establish and maintain effective mentoring relationships.

Informal mentoring relationships often develop more spontaneously and are initiated by individuals without any involvement from the organisation. Informal mentoring already takes place at ANU and the University intends to encourage and support this practice by offering a range of participation options and will provide all staff with access to available mentoring resources, advice and development opportunities.

While informal mentoring is highly valued and important, the establishment of formal mentoring programs in higher education institutions offers outstanding opportunities to promote inter-disciplinary learning and connect people across all areas of the University. It is intended that these formal programs will provide an initial stage through which participants progress, and once equipped with the necessary skills and experience, will go on to implement their own informal mentoring relationships across the campus.

One-to-one mentoring

One-to-one, developmental mentoring usually involves a relationship between two people, with one person having more experience in areas relevant to the other person’s development needs. For example, a Mid-Career Academic may mentor an Early Career Academic to develop their capability in research, teaching, administration and University procedures. Or a Manager may be mentored by an Associate Director to build skills in managing people and resources.

Online mentoring

ANU aims to make mentoring accessible for all staff. Mentoring at ANU is supported by an online mentoring system that provides access and flexibility to staff who are widely distributed and time poor. This web-based mentoring environment guides the mentee through assessing their development needs, finding a suitable mentor from a dynamic database, creating a mentoring agreement, and allowing for collaborative discussions, easy planning and scheduling.

Email and other online communications tools such as discussion boards, chat and Skype, provide flexible and accessible communication options for mentors and mentees, particularly for long distance mentoring. Email also provides a good medium for dealing with specific requests.

Access to the ANU online mentoring system is available to all staff at: http://www.3creekmentoring.com/ANU

Peer mentoring

Peer mentoring involves supportive relationships between people at the same level or career stage. Peers or colleagues can provide each other with critical mentoring functions, including communication, mutual support and collaboration. For example, Early Career Researchers
Group mentoring

Research shows that having multiple mentors or a network of development relationships provides greater opportunities for career success (Deane, et al, 2007; Kram, 1985). Group mentoring provides a more flexible network of support in which peers collaborate to set goals, provide encouragement and tackle common issues or challenges. For example, School Managers from across campus may benefit from the knowledge and experience of others who share similar responsibilities and challenges. Similarly, Early Career Academics participating in a supportive peer mentoring network can work together to navigate specific areas of academic life such as research, teaching, working towards continuing employment and striking a balance between life and work.

The University’s online mentoring system supports group mentoring by providing an online collaborative space for groups to participate in discussion forums, share ideas and resources.

Characteristics of “good" mentoring

*The greatest good you can do for another is not just to share your riches but to reveal to them their own. Benjamin Disraeli*

**meta: mutual, encouragement, trust, action**

Mentoring at ANU is founded upon the four basic principles that characterise good mentoring practice: mutual, encouragement, trust, action (meta).

**Mutual**

Mentoring is a “give and take” relationship that is beneficial for both the mentor and the mentee. The relationship should not be one-sided, and the mentor and the mentee should be prepared to invest the time and effort required for good mentoring.

**Encouragement**

Good mentors provide encouragement and orchestrate development opportunities for the mentee whenever possible, for example giving feedback or connecting to networks. The mentor’s role is to support and encourage the mentee, and to provide information, guidance and constructive feedback. The role of the mentor is distinguished from the role of the supervisor, and does not extend to responsibility for the mentee’s performance management or advocacy on their behalf.

**Trust**

A mentoring relationship must be based on trust. Confidentiality is an essential element of the relationship and should be respected by both the mentor and the mentee. Good mentors and mentees respect their mentoring partner’s time and confidentiality.

**Action**

Good mentors provide actionable advice and feedback that points to things that are within the mentees scope of control. Good mentees take responsibility for their own development and benefit most when they take action as part of their broader career development plan.
Getting started

Before finding a mentor, you first need to think about your development needs: what do you want to achieve through mentoring? Is it career development, skill development, research, teaching, developing peer networks or understanding organisational culture? It is important to find a mentor who has relevant skills and experience.

If you are using the online mentoring system to search for mentors, it will guide you through the process of identifying your learning needs based on a framework of ANU Staff Capabilities (see Appendix B).

Finding a mentor

Consider whether you want a mentor from within or outside your College or Division. In some situations, it may be beneficial to find a mentor from outside your College or Division as they can provide an independent viewpoint and offer a fresh perspective to the particular issues and challenges of your College or Division. This will also depend on the purpose for the mentoring relationship. For example, if you identified research capability as your development need, then you may need to find a mentor from within your discipline area. If you identified strategic leadership as your development need, then prospective mentors could be from any area of the University, provided they have relevant leadership skills and experience. Keep in mind that mentoring is not a 'one-size-fits-all' solution and you may have multiple mentor relationships to address your various development needs.

There are a few ways in which you can go about finding a mentor:

- Search the online ANU mentoring database for suitable matches - http://www.3creekmentoring.com/ANU
- Ask your supervisor or colleagues for their suggestions
- Utilise your existing contacts and networks – think of people you know who have achieved what you would like to accomplish (or something similar)
How to ask someone to be your mentor

People often become nervous or hesitate when it comes time to ask someone to be their mentor because they think the other person will be too busy or that they will say no. By not asking you are denying the person the opportunity to make their own decision. Even if they are unable to mentor you, they may be able to suggest someone who can.

When you ask someone to mentor you, you don’t actually have to use the words “will you be my mentor”, but it is a good idea to outline why you are asking them. Here are some approaches you might like to use:

“I’ve identified time management as a skill that I would like to improve. I’ve noticed that you are very good at managing your time. Would you be willing to provide me with some guidance in this area?”

“I’m new to ANU and would like to gain a better understanding of the culture and processes of the University. Are you able to share some of your knowledge and experience?”

“I’m a new parent and have recently returned to full-time work. I am finding it difficult to strike a balance between home and work. Are you willing to give me some advice on this?”

“I’ve recently completed my PhD and made the transition to a research career. I was wondering if you would be willing to meet with me to talk about your career and how you got to where you are?”

The first meeting

Your first meeting provides an opportunity to meet each other and decide if the “fit” is right. It sets the tone for the rest of the relationship and it is therefore important to get off to a good start. The best way to achieve this is to ensure that the first meeting establishes the relationship ground rules and lays the foundation for future interactions. The Mentoring Agreement (see Appendix C) provides a template for completion at the first meeting. It allows for expectations and boundaries to be discussed and goals to be set and recorded.

For your first mentoring meeting:

• **Be prepared** – in preparation for the first meeting, email your potential mentoring partner a brief introduction about yourself. The mentee may also email a summary of their objectives for mentoring and a copy of their CV.

• **Discuss the purpose of engaging in mentoring and clarify expectations** – it is important that both the mentor and the mentee understand the purpose and expectations for the relationship. What is the mentee looking for from mentoring? What is the mentor willing and able to provide?

• **Seek mutual agreement on objectives** – establish measurable goals for the relationship, for example: to gain organisational knowledge, to apply for promotion, to develop a specific skill, to apply for a research grant or to develop more efficient and effective work practices. Refer to the list of ANU Staff Capabilities outlined in Appendix B.

• **Set a timeframe for the relationship** – how long do you expect the mentoring relationship to last? It is a good idea to determine an agreed upon timeframe for the relationship from the outset, for example “Let’s work on these goals for three months and then we can review progress and determine if we need to continue”. Agree to review the relationship at the end of this timeframe to decide whether the mentee’s learning needs have been met and whether the relationship should continue. This will also make it easier to end the relationship without causing undue stress.
• Agree on meeting frequency, duration and location – agree on timeframes and a mutually acceptable meeting place for each meeting, keeping in mind the need for confidentiality. Discuss the meeting frequency and who will be responsible for scheduling the meetings. For example, you may decide to schedule a recurring one hour meeting in a campus café for the third Friday of every month. When negotiating timeframes, it is important to keep in mind that mentoring is voluntary and to respect the mentor’s time.

• Define boundaries – different mentoring partnerships have varying ‘rules’ about what can be discussed and what the mentor is willing to assist with. There are no right or wrong examples, but it is important that both the mentee and mentor agree on what can comfortably be discussed and what can’t. Likewise, confidentiality is an essential part of the mentoring partnership. It is a good idea to discuss this issue early on in the relationship and agree on what information remains confidential.

• Concluding the relationship – it is recommended that both the mentor and mentee discuss the terms for exiting the relationship and agree upon a “no blame, no explanation” exit to the relationship on good terms at any time if either party requests it. By discussing the end of the relationship at the outset, you will minimise the potential stress of concluding the relationship when the time comes.

Refer to the Mentoring Agreement (Appendix C) for a sample template for completion at your first meeting. It provides a series of questions to discuss at your first meeting, to guide you through the discussion of expectations and goals. The aim of the Agreement is not to stifle the flexibility of the mentoring relationship, however it is important that both parties understand the purpose and boundaries of the relationship. By using the questions in the sample template, you should be able to create a shared understanding of how the relationship will work.
Developing and maintaining the relationship

Once the initial phase of the relationship has been passed and the purpose, goals, expectations and boundaries have been established, it is time to consider how you will continue to build and maintain an effective mentoring relationship. The success of the mentoring relationship will depend on the ability of the mentor and the mentee to develop and maintain respect, trust and effective communication.

Development in a mentoring relationship means identifying and encouraging growth. To achieve this it is important to:

- Commit to the mentoring ground rules you established at your first meeting
- Listen and communicate in a way that shows you respect your mentoring partner and that you value their time and ideas
- Take action, follow through on what you say you will do
- Ask for and be open to receiving feedback
- Respect the confidentiality of the mentoring relationship

Time Commitments

Mentoring can take as little or as much time as the mentor and mentee decide to put into it. Each mentoring relationship is unique, so the time and energy commitments will vary. At the start of the mentoring relationship, the mentor and mentee should agree upon the time they are willing and able to commit to the relationship.

The time commitments may include:

- Establishing your online meta profile – 15 minutes
- Meeting with your prospective mentor/mentee for the first time to determine if the “fit” is right – 30 minutes to 1 hour
- Engaging in ongoing mentoring activities – 1 to 3 hours per month

Depending on the proximity of the mentor and the mentee, and the learning needs of the mentee, the relationship may be conducted online or through a combination of online and face-to-face communication.
Mentor responsibilities

So what does a mentor do? This is a common question for new mentors and the answer will largely depend on the purpose for establishing the mentoring relationship. The best mentors combine technical expertise, experience, the ability to communicate and most importantly, listen. They offer constructive feedback, share their experience and networks, provide empathy and understanding, assist with problem solving and provide honest and objective guidance.

Share your wisdom and experience
An important part of being a mentor is sharing the lessons you have learned and mistakes you made. Mentees are looking to learn and benefit from the successes and failures you have had in your career and life.

Listen, challenge and encourage
Good mentors listen and provide the mentee with encouragement and guidance. The role of the mentor is not to tell the mentee what they should do. The most effective mentors encourage the exploration of new ideas. They challenge their mentees by asking questions that allow them to explore issues from a variety of perspectives. The mentor acts as a sounding board and can provide encouragement and advice on how to address certain situations, challenges and opportunities but it is ultimately up to the mentee to choose how they will act upon that advice (or not, as the case may be).

Provide Feedback
Where appropriate, the mentor should provide feedback to assist the mentee’s development. Feedback should relate to specific actions the mentee can take or particular projects or pieces of work the mentee has completed. Good mentors provide constructive feedback that is framed as an opportunity for the mentee to develop and improve, rather than focusing on a fault or weakness. The feedback should be relevant and timely and be related to areas that are within the mentee’s scope to improve.

Connect to opportunities and networks
Good mentors connect mentees to opportunities and networks. Your personal and professional network is often one of the reasons why the mentee contacted you. Use your network appropriately and ensure the mentee understands the ground rules for engaging with those contacts. Be prepared to pick up the phone, write an email or make an introduction on behalf of the mentee.

Work within your area of competence
Good mentors work within their area of competence and refer the mentee to other professionals when appropriate. The role of the mentor is to assist the mentee with practical matters such as skill development, goal setting, career development and action planning. This role is distinguished from the role of a counsellor or supervisor.

Mentor vs Counsellor
If the mentee requires assistance to resolve underlying personal issues then counselling may be more appropriate to address this. In this situation the mentor should discuss this with the mentee in a respectful and sensitive manner and if necessary, refer the mentee to the Adviser to Staff or the Employee Assistance Program (see Appendix A - Useful Contacts).

Mentor vs Supervisor
The mentor should ideally be independent from the mentee’s supervisor. The mentor’s role does not replace or duplicate the role of the supervisor, nor does it extend to any responsibility for the mentee’s career, performance or advocacy on his/her behalf.
Mentee responsibilities
Good mentees respect their mentor’s time and maximise the mentoring experience by preparing for meetings and working to develop their skills and knowledge. They are flexible, seek feedback, listen to their mentor’s ideas and consider new options.

Listen and communicate
As a mentee, you must communicate what it is that you want to get from the relationship. This includes clearly articulating questions and concerns and suggesting to your mentor specific actions that can assist you. It is a good idea to keep a list of questions as they arise for you to ask your mentor at your next meeting. It may also be helpful to email your questions to your mentor before the meeting to allow them time to prepare.

Set SMART objectives
Work with your mentor to determine the objectives you would like to achieve through your participation in the mentoring relationship. SMART objectives are Specific, Measurable, Achievable, Realistic and Time-bound and will allow you and your mentor to identify:

- The specific task to be completed, or the knowledge or skill to be acquired. What do you want to achieve?
- The criteria for success. How will you know when the objective has been achieved?
- The timeframe or date by which the task is to be completed or the knowledge acquired.

Examples:
- “Develop better strategies for managing my workload. This will be achieved when I have an improved understanding of how to balance different priorities and how to plan my work. I will review my progress in 3 months.”
- “Write a number of articles for journals and conferences. This will be achieved when the draft articles have been submitted. The date by which the task is to be completed is 6 months from now.”

Be prepared to hear new ideas and feedback
One of the values that a mentor brings is a fresh perspective to some of the challenges you are facing. Listen to their ideas and constructive feedback. Be prepared to be challenged by your mentor and be open to considering suggestions that you may not have considered previously.

Take responsibility for your own development
The mentoring relationship is only as effective as the resulting action. The purpose of mentoring is not for the mentor to tell you what to do. Good mentees take responsibility for their development and integrate mentoring into their broader career development planning. If your mentor has provided advice, feedback or introductions, it is important that you take action and follow-up on anything you say you will do.
Mentoring meetings

Start each mentoring session by recapping how things have gone since the last meeting. If the mentor or mentee agreed to take follow-up action after the last meeting, discuss the outcome of this action.

Clarify the focus for the current meeting. For example, the mentee may need to make a decision on whether to write an invited book chapter or need advice on how to prepare for an upcoming and challenging meeting or how to approach a particular work-related problem. It may be helpful for the mentee to email through what they want to talk about before the meeting. This can help the mentor prepare and enables the most productive use of time. If you are having trouble finding things to discuss, refer to the list of Conversation Starters (Appendix D).

At the end of the session, it’s a good idea for the mentor and mentee to summarise next steps or any action they have agreed to take before the next meeting.

Some questions to help structure the meeting:
  • What action have you taken since we last met?
  • What do you want to achieve from this meeting?
  • What have you done so far to address this issue?
  • Do you want input or suggestions from me?
  • Where do we go from here?
  • How useful has this meeting been? Has it met your needs?
  • Would it be helpful to talk about this issue again at our next meeting?
Potential risks and challenges

Any program that is as significant as mentoring carries potential risks and challenges, such as passing on outdated practices or values, and stifling fresh perspectives. Other risks include poorly defined objectives, mismatching, time pressures, improper or incompetent behaviour of mentors or mentees; or passing on incorrect information. In order to overcome these risks and challenges, meta incorporates guidelines for effective mentoring practice, provides resources and development opportunities for mentors and mentees, and offers ongoing support and assistance to all staff engaged in mentoring.

Some common difficulties encountered in mentoring are:

- Communication difficulties, not listening to each other
- Different expectations of the relationship
- Not allowing enough time to prepare and meet, or not respecting your mentoring partner’s time
- Telling the mentee what they “should do”, rather than encouraging and advising them on available options, for example “have you considered…?”
- Criticising rather than providing constructive feedback

Mismatch

Sometimes, despite the best of intentions, there will be a mismatch between the mentor and the mentee. It is important to remember that no one is at fault in this situation. The mismatch may be a result of different personalities, values or communication styles.

If you are experiencing a mismatch with your mentoring partner, it is up to you to decide whether the relationship is worth saving and working through your differences, or whether it is best to end the relationship and find an alternative mentoring partner. The ‘no blame, no explanation’ exit clause in your Mentoring Agreement will allow you to conclude the relationship smoothly. Refer to page 15 for further guidance on Ending the Relationship.

Dealing with conflict

When people work together, there are sometimes occasions when individuals disagree and conflicts arise. Conflict between mentors and mentees usually arises from misunderstanding, differing opinions or misinterpretation. If handled correctly, some conflicts can lead to productive learning and problem solving opportunities.

If conflict arises in your mentoring relationship:

- Decide what you want to happen
- Identify the source of conflict
- Discuss the issues in terms of facts, rather than opinions
- Be considerate and respectful
- Avoid judgements
- Listen actively and be open to receiving feedback
- Be prepared to compromise
- Discuss how you will handle future conflicts should they arise

For further assistance in dealing with conflict, please contact the Career Development Branch (see Appendix A – Useful Contacts).
Ending the relationship

Some mentoring relationships extend over months or years, whereas others last for shorter periods of time. The mentoring relationship should only continue as long as both parties are able to commit to the relationship and it is meeting the purpose and needs expressed in the Mentoring Agreement.

It is important for both the mentor and mentee to regularly assess and review the mentoring relationship to ensure that it is meeting the agreed needs and purpose. There may come a time when the relationship is no longer productive for the mentor or mentee.

Ending any relationship is never easy. However when the time comes, the 'no blame, no explanation' exit clause in the Mentoring Agreement will help you conclude the relationship without unnecessary stress.

When ending the mentoring relationship it is recommended that you:

- Focus on the positive – start by recognising the contribution that your mentoring partner has made and what you have gained from the relationship.
- Clearly communicate that you wish to end the relationship and if appropriate, explain the reason why. For example, “the learning needs and objectives I identified for this relationship have been met”.

If you require further assistance or advice on ending your mentoring relationship, please contact the Career Development Branch (see Appendix A – Useful Contacts).

References and further reading


Appendix A – Useful Contacts

Career Development Branch
The Career Development Branch provides ongoing support and assistance for staff mentoring at ANU. For enquiries about mentoring, the online mentoring system, mentor/mentee development opportunities, resources, or if you are experiencing a mismatch or conflict with your mentor/mentee, please contact:

T: 6125 6600
E: careerdev@anu.edu.au
W: http://info.anu.edu.au/hr/Training_and_Development/career-development-for-staff

Adviser to Staff
The Adviser to Staff is the on campus provider of professional counselling and advice to all staff, on work-related or personal matters. This is a free and confidential service. Some examples of concerns that the Adviser to Staff may be able to assist with are: work performance, workplace conflict, stress, relationships and life crises. Please contact:

T: 6125 3616
E: Staff.Adviser@anu.edu.au
W: http://counselling.anu.edu.au/adviser-staff

Employee Assistance Program
Davidson Trahaire Corpsych (DTC) is an external provider of counselling and advisory services for ANU staff and their immediate family members. DTC provides services for a broad range of personal and work related issues as well as an advisory service for managers and supervisors. ANU staff and their immediate family members can access up to four appointments per year. Please contact:

T: 1300 360 364
W: http://info.anu.edu.au/hr/Salaries_and_Conditions/Staff_Counselling

Relationships Australia is an external provider of family and relationship counselling for ANU staff and their immediate family members. The service is available for individuals, couples, and families who are seeking improved relationships, or resolution of relationship difficulties. ANU staff and their immediate family members can access up to four appointments per year. Please contact:

T: 6122 7100
W: http://www.relationships.com.au

Workplace Diversity and Inclusion Unit
The Workplace Diversity and Inclusion Unit provides advice, support and guidance on equality and diversity related issues such as gender equality, discrimination, Indigenous employment and disabilities. Please contact:

T: 6125 7878
# Appendix B – ANU Staff Capabilities

## Personal

| Adaptablety | • Being flexible, open and receptive to new ideas and approaches.  
| • Adapting to changing environments, priorities, situations and demands.  
| • Measuring and evaluating outcomes, as part of the process of continuous improvement. |
| Career development | • Developing capability to construct and manage your career.  
| • Committing to lifelong personal and career development, and seeking opportunities to enhance knowledge, skills and abilities, including seeking feedback, guidance and advice from others.  
| • Maintaining work/life balance and keeping things in perspective |
| Creativity & innovation | • Making original and innovative contributions and encouraging creativity in others. |
| Personal Effectiveness | • Exercising effective self-management by planning and organising own work to achieve maximum effectiveness and efficiency using available resources.  
| • Demonstrating self-awareness, including recognising and understanding your own personal traits, preferences, strengths and limitations, and the affects these have on your approach to different situations and others. |
| Professionalism | • Demonstrating the highest standards of personal and professional behaviour.  
| • Recognising and rewarding others for their achievements, and taking pride in your achievements. |
| Respect & integrity | • Respecting diversity and inclusion.  
| • Exercising care and diligence.  
| • Respecting the law and University governance.  
| • Respecting academic freedom. |

## Interpersonal

| Effective communication | • Listening, understanding and adapting to audience.  
| • The ability to organise and present information, views and concepts in an effective and appropriate format for a variety of audiences. |
| Influencing stakeholders | • Shaping relationships for researching, teaching and community outreach.  
| • Influencing the decisions, actions or perceptions of stakeholders.  
| • Negotiating persuasively. |
| Relationship building | • Creating and maintaining partnerships.  
• Working effectively and cooperatively with others to solve problems and achieve objectives.  
• Sharing knowledge and information. |
| Service & engagement | • Providing quality service to clients (internal and external) and the community.  
• Engaging with the scholarly world, business, government and the broader community to inform and inspire, and to encourage the use of intellectual capital. |

### Strategic Thinking

| Problem solving & decision making | • The ability to make sound decisions, recognising the consequences of decisions taken or actions performed.  
• Harnessing available information and opportunities to identify appropriate solutions.  
• Identifying and solving problems using insight and creativity, and making decisions which best fit University strategic objectives. |
| Thinking & acting strategically | • Engagement with discovery, advancing knowledge and valuing excellence.  
• Understanding the university context and priorities.  
• Actively aligning with the University's strategic objectives. |

### Area of Expertise (role-related)

| Research, teaching & community | • Demonstrating leadership within chosen discipline through preservation and renewal of core knowledge and skills.  
• Adding to the world's stock of knowledge through original inquiry and intellectual discourse.  
• Practicing teaching based in research and scholarship to challenge and extend students in a supportive and flexible environment.  
• Fostering future generations of researchers by supporting the development of research capacity.  
• Providing leadership in the community of scholars.  
• Providing benefit to the broader community through the application of knowledge and expertise. |
| Specialised knowledge & skills | • Knowledge specific to a research, teaching, technical, professional or administrative field and an understanding of related procedures, principles, theories or concepts.  
• The ability to apply specialised job skills and knowledge in a way that aligns with the strategic objectives of the University.  
• The ability to update job knowledge and effectively utilise available resources and technology. |
| Organisational knowledge | • Knowledge of the University, its structure and functions, and the purposes to which that organisational knowledge may be applied.  
• Knowledge of University history, context and its current role in society. |
|--------------------------|-----------------------------------------------------------------------------------------------------|
| Quality & compliance     | • Knowledge of relevant government regulations, University governance.  
• Understanding of accountability, risk assessment and risk management practices and procedures. |

**Leadership and Management**

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<th>Managing &amp; facilitating change</th>
<th>• Developing and implementing effective change management strategies, including: building preparedness to change, identifying and overcoming resistance to change, assessing the impact of change and managing the associated risks.</th>
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| Managing people               | • Creating a positive and safe work environment that motivates people towards achieving quality results.  
• Managing performance and developing others through a range of career development strategies including: setting performance objectives, providing coaching and feedback, and identifying and following through on training and career development needs.  
• Resolving conflicts and identifying mutually satisfactory outcomes. |
| Managing services & operations | • Managing resources (human, financial, physical, and environmental) to optimise all services and operations. |
| Project management            | • The ability to plan, organise and manage resources to bring about the successful completion of a project, including: setting goals, timelines, outputs, communicating with stakeholders, allocating work and monitoring progress. |
| Resource management           | • Negotiating and allocating resources to services, programs and projects to achieve outcomes.  
• Identifying opportunities to improve efficiency and resource utilisation. |
| Strategic leadership          | • Leading other’s toward achieving the University’s strategic objectives by influencing the decisions, actions and perceptions of others.  
• Empowering people to achieve goals by delegating sufficient responsibility, authority and accountability.  
• Anticipating and resolving problems, being proactive to minimise issues and initiating action to deal with problems when they arise. |
Appendix C - Mentoring Agreement

This Mentoring Agreement provides a template for discussion at the first meeting. It allows for goals, expectations and boundaries to be discussed and recorded. By using the questions below, you should be able to reach a mutual understanding of how the relationship will work.

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<th>Purpose</th>
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<td>Why are you creating this mentoring relationship?</td>
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<table>
<thead>
<tr>
<th>Objectives</th>
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<tbody>
<tr>
<td>What skills or knowledge is the mentee hoping to develop by being involved in this relationship (eg research, teaching, time management, communication)?</td>
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<table>
<thead>
<tr>
<th>Expectations</th>
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<tbody>
<tr>
<td>What type of assistance is the mentee looking for from mentoring?</td>
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<tr>
<td>What type of assistance is the mentor willing and able to provide?</td>
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<table>
<thead>
<tr>
<th>Boundaries</th>
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<tbody>
<tr>
<td>What are the ground rules for confidentiality?</td>
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<tr>
<td>Are any topics “off limits”?</td>
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<table>
<thead>
<tr>
<th>Meetings</th>
<th></th>
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<tbody>
<tr>
<td>How often will we meet and for how long?</td>
<td></td>
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<tr>
<td>When and where will we meet?</td>
<td></td>
</tr>
<tr>
<td>Who will be responsible for scheduling our meetings?</td>
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<tr>
<td>How long will the mentoring relationship last?</td>
<td></td>
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<tr>
<td>How will we know when the mentoring relationship has served its purpose?</td>
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We will review the progress of the relationship in _______ months from now.

No-blame conclusion to the relationship: both parties are responsible for their own decisions and actions. We agree to a “no-blame, no explanation” conclusion of this relationship on good terms at any time if either party requests it.

Mentor’s signature: ______________________  Mentee’s signature:  ______________________
Appendix D – Conversation Starters

Below are some suggested questions to help you have a productive mentoring conversation. You might like to review these questions and consider how you would respond or raise these points at your next meeting.

Getting acquainted
- How long have you worked at ANU?
- What projects are you currently working on?
- What do you enjoy most about your current position?

General
- What action have you taken since we last met?
- What do you want to achieve from this meeting?
- How useful has this meeting been? Has it met your needs?
- Would it be helpful to talk about this issue again at our next meeting?
- Where do we go from here?

Career goals
- Which areas would you like to develop in and why?
- What goals do you have for the future?
- What are you doing now or need to do in order to achieve those goals?
- How can I help you?

Skills and knowledge
- What do you see as your strongest areas of capability?
- What additional skills and knowledge would assist you to meet the expectations of your role?
- What strategies do you implement to manage the competing priorities of your role?

Problem solving
- What issues/problems are you facing at the moment?
- What have you done so far to address this issue?
- What results have you achieved?
- What obstacles have you encountered?
- What do you see as your options?
- Do you want input or suggestions from me?